



## TES Courses Expand Again in 1997

From six universities in 1996 to nine universities in 1997, the popular *Teaching Environmental Sciences* (TES) graduate course for elementary teachers is growing again. This partnership allows teachers access to speakers and field trips for their classrooms throughout the school year. Topics covered in the course are air pollution prevention, water conservation, nonpoint source pollution and pollution prevention, and current trends in waste management. This is the fourth year that this course has been offered in Texas. University partners and course dates for 1997 are:

- \* University of Houston Clear Lake, June 2-13
- \* Southwest Texas State University, San Marcos, June 5-18
- \* University of Texas at El Paso, June 11-25
- \* University of North Texas, Denton, June 12-25\*
- \* Texas A & M University Corpus Christi, June 18-July 1
- \* Texas Southern University in Houston, July 9-22
- \* Texas Tech University, July 9-22
- \* Lamar University in Beaumont, July 10-23
- \* Stephen F. Austin State University (Longview summer satellite campus), July 11-23

Participation in the course helps teachers develop an on-going educational partnership with the university, government agencies, industry, and environmental non-profit organizations. The course features free tuition for teachers, three hours of graduate credit, and full 45-hour certification by the Texas Environmental Education Advisory Committee. Teachers must pay a nominal registration fee to the univer-

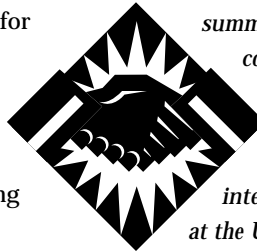
sity and meet all graduate school enrollment requirements.

The 10-day course includes a variety of activities. Local presenters on air, water, and waste issues will be included along with presenters from TNRCC. But the course is not all talk. It's hands-on action and site visits, too. In addition to the field trips, a highlight for many past participants has been the wealth of hands-on activities related to air, water, and waste issues, such as instruction in building composting bins and worm composting containers. Teachers who attend also will receive dozens of free educational materials ready to incorporate into current classroom curricula.

For more information, call (512) 239-0012, or write to: TNRCC, Office of Pollution Prevention and Recycling,

Education K-12, MC-113, P. O. Box 13087, Austin, TX 78711-3087. The class limit is 25 teachers per site. ■

*\*The TNRCC's Education K-12 Team is excited to announce a last-minute addition to the scheduled Teaching Environmental Sciences courses planned for the summer of 1997. Even before the official course registration brochure hit the TNRCC print shop, over 70 educators from the Denton area contacted TNRCC to express interest in attending the new course at the University of North Texas, which normally accommodates only 25 participants. Due to this intense interest, the University of North Texas and the Exxon Education Foundation, the funding partner, have agreed to conduct two course sessions at UNT, bringing the total number of TES courses for 1997 to 10.*



## Texas Becomes An EE 2000 State

Texas has been accepted as an EE 2000 state by the National Environmental Education Advancement Project (NEEAP). Texas was one of three states accepted into the project out of 20 applicants.

As this newsletter went to press, five people from Texas planned to attend a NEEAP leadership clinic on March 14-19, 1997, in Potosi, Missouri. Funded by the Environmental Protection Agency through a consortium grant to the EE and Training Partnership, the clinic consists of four days of intensive leadership training and organizational development training for state environmental education leaders.

Because of its length and focus on capacity building for environmental education (EE), the Leadership Clinic

will provide state and national EE leaders with the opportunity to interact and network. Of the many objectives slated for the clinic, the process of building and strengthening working relationships, analyzing and updating strategic action plans, and enhancing leadership abilities will be emphasized. In meeting these objectives, the Leadership Clinic will effectively set the stage for EE leaders to return to their respective states and successfully strengthen EE programs. NEEAP and NAAEE also provide follow-up services to state EE teams, including in-state workshops, consulting services, and funding to attend continuation leadership and

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# CLEAN TEXAS 2000 Update

## Stencils Available to Groups that Want to Stamp Out Water Pollution

Pulling trash from a river is one way to clean up our waterways, but students at El Paso's Bel Air High School are taking another approach. They're going straight to the source to prevent water pollution. Armed with stencils loaned to them by the Texas Natural Resource Conservation Commission (TNRCC), students in Bel Air's Law Enforcement Club painted storm drains near their school with the message "Dumping Here Pollutes Our Water."

"These students are the first in the state to take advantage of the storm drain stencils and how-to manuals we're offering to civic and environmental groups across the state to help prevent 'nonpoint source pollution' and raise public awareness of this problem," said Andrew Neblett, director of the Office of Pollution Prevention and Recycling/CLEAN TEXAS 2000 program. "Pollutants like fertilizers, litter, and motor oil can be washed by rainfall from lawns and streets into storm drains, or they can be dumped there deliberately by people who are careless about the environment or who mistakenly think the storm drains flow to a water treatment plant."

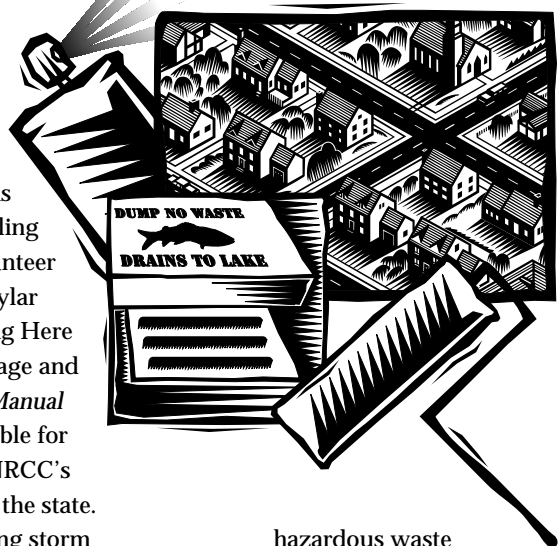
Over the past 20 years, nonpoint source (NPS) pollution has become the leading cause of water quality degradation in lakes, rivers, and coastal areas. In developed areas where roads, parking lots, sidewalks, and lawns replace the naturally porous terrain, storm water picks up sediments, toxic chemicals, debris, and bacteria. The most common route for this NPS pollution is the network of storm drains that carry excess rain water from streets directly into waterways.

To raise public awareness about NPS pollution and its causes, storm drain stenciling efforts like the one at Bel Air High School have sprung up in communities across the country. Thanks to a pollution prevention grant awarded by the Environmental Protection

Agency, CLEAN TEXAS 2000 is making storm drain stenciling materials available to volunteer groups across the state. Mylar stencils with the "Dumping Here Pollutes Our Water" message and *Storm Drain Stenciling: A Manual For Communities* are available for checkout at each of the TNRCC's 15 Regional Offices across the state.

In addition to stenciling storm drains, there are many simple, everyday actions citizens can take to help prevent NPS pollution. For instance:

- \* Keep leaves, grass clippings, pet waste, and debris out of the gutters and storm drains.
- \* Never use the street or storm drain system to dispose of hazardous products, such as motor oil, antifreeze, and paint.
- \* Be sure to properly dispose of hazardous household products, such as oven cleaners, furniture polish, and floor wax. Check the label for disposal instructions or contact your city or county government to see if any household



hazardous waste collection events are scheduled in your area.

- \* Recycle your used motor oil and oil filters. Call 1-800-64-TEXAS for the collection center nearest you.
- \* Repair oil leaks from motor vehicles immediately after you notice oil spots on your driveway.
- \* Use less toxic alternatives to chemicals on your lawn and garden. Read and follow directions if you must apply chemical fertilizers, pesticides, and herbicides. Be careful not to use these products before it rains. ■

## Texas Recycles Day '96 Review & Results

When it comes to taking the "Texas Recycles Day Challenge," the citizens of the Lone Star State outdo themselves every year. More than 145,000 Texans submitted recycling pledges for Texas Recycles Day '96, marking a 77 percent jump over the previous year.

While the number of pledges demonstrates citizen support, the nature of the pledging shows just how creative Texans can be when it comes to recycling. For example, Tracey Wegenhoft, a teacher at Saint Anthony School in Columbus, was proud to report in her pledge that since launching an aluminum can recycling project two years ago, her school of 175 students has raised \$10,000 with the proceeds. They've used

that money to buy a vacant lot across the street from the school and plan to use future recycling proceeds to build a new gymnasium on the lot.

Every year, more teachers discover that Texas Recycles Day events make for excellent field trips. Whether it was for a recycling rodeo or a street fair, school children turned out for the fun by the hundreds. For example, Fort Stockton students were amused by TNRCC Commissioner Ralph Marquez's demonstration of how much trash goes to Texas landfills.

Even the Aggies and the Longhorns got into the spirit of the event by

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# ACTIVITIES

*Each teacher provides permission for the TNRCC to publish the activities they submit. Teachers write the activity for the grade level they normally teach. Each activity is correlated to the Texas Education Agency's "Essential Elements for Education" so that each can be incorporated into any classroom's curriculum.*

## Title:

**Wump World Activities**

**Submitted by:** Lisa D. Rangeley, Texas A&M Corpus Christi TES Course, 1996

## Purpose:

The students will help the environment by conducting an activity in which plants are used to help reduce air pollution.

## Grade level:

Second

## Essential Elements:

(1)-a,b,d. (2)-b,c,d,e. (6)-a,b. (8)

## Focus:

Read the book *The Wump World* written and illustrated by Bill Peet. Discuss with the students how air pollution can make your eyes water and cause shortness of breath. Discuss air pollution and give the definition. Show the students the illustrations on pages 16-21 and 24-35. Discuss the air pollution on these pages. Ask the students where the air pollution is coming from. Then ask them to name other sources of air pollution in our environment. Next brainstorm and introduce sources of air pollution and the effects on the environment.

\* Insects are often the first creatures to be affected by pollution. They are usually exposed to pesticides and chemicals. Birds then eat these insects and then get poisoned also and die. (Inform the students of helpful insects, such as ladybugs and bumble bees.)

\* Sometimes factories release heated water into rivers. This kills creatures which are not used to the warmer environment.

\* Small animals are harmed by pesticides. Field mice eat seeds that have been exposed to pesticides. Then, larger animals such as foxes and hawks consume the smaller creatures and eventually die too, due to an accumulation of so much poison in their bodies.

\* Air pollution also can cause diseases and harm crops.

\* Some sources of air pollution are: smog from traffic, cigarette smoke, products which emit chemical fumes, factories, machinery, airplanes, etc.

\* Inform the students that the city that is known as the air pollution capital of the world is Cubato, Brazil. Most of the trees are blackened stumps and the mayor of the town refuses to live there.

## Materials, Equipment and Preparation:

a cutting from English Ivy or Pothos  
a plastic or glass jar or bottle  
potting soil  
water  
a small plastic container  
a nail  
a hammer

To prepare the clipping to be planted:

1. Remove any bottom leaves from the cutting.
2. Fill the jar with water.

3. Put the cutting in the jar and place in a sunny location.

4. Check daily to make sure the stem has enough water.

5. Wait and observe regularly for the roots to grow.

6. Remove the clipping from the jar when the roots are about 3" long. It should take about two weeks.

## Background:

Recently scientists have discovered that certain plants help reduce air pollution. Two of the plants that help remove pollutants from the air are the English Ivy and the Pothos.

## Procedure:

Planting the clipping after the growth of roots:

1. Make a few holes in the bottom of the plastic container. Use a hammer and nail to do this. (Adult supervision is required here)
2. Put soil in container.
3. Move the soil around and make a hole in the soil.
4. Place the cutting in the hole.
5. Pat the soil around it.
6. Water the plant.

## Hints for growing:

English Ivy needs lots of sun. The soil should be kept moist. Pothos do not need much sun. Let the soil dry out before you water it again.

*continued on page 4*

# Wump World Activities

(continued from page 3)

## Language Activities to use with *Wump World*:

- \* Make a Venn diagram comparing the characteristics of the Wumps with the Pollutians.
- \* Write a sequel to the story. The Pollutians are headed to another planet. Have students write a story about what will happen at their next destination.

## Journal Entries:

- \* Do you think the people you know are more like the Wumps or the Pollutians?
- \* How can you be more like a Wump?

## Adjectives:

Review adjectives with the students. Then have the students look through the story for adjectives. Bill Peet uses many vivid, descriptive words in this story.

## Music:

Work with the students to make an environmental song called the "Wump World Rap."

## Math:

Give facts or statistics on the environment and have the students make up word problems using the Wumps and the Pollutians.

## Science:

The Pollutians did not think much of their environment. For students to become more aware of the amount of waste we produce and use daily, have the students collect the garbage they use in a day. You can then have them bring it to class the next day and compare it and graph the different types of waste.

## Enrichment:

1. Look in newspapers and magazines for stories about air pollution.
2. Make a poster promoting clean air.
3. Brainstorm ideas to help reduce air pollution.
4. Make a collage of pictures with polluted air and make slogans to go with the collage. Then visit another classroom and share your clean air message.
5. Write letters to the Environmental Protection Agency, Washington,

D.C. 20460 for more information on air pollution.

6. Write to environmental or conservation groups for publications and newsletters.

## Reference:

Good Apple Publication —Copyright 1991 —Publication #GA1338  
MacMillan/McGraw Hill Publishers —Teachers Edition  
Radian International —(*Environmental Pursuits Game*) —Copyright 1990 Ed Scott  
*The Wump World* by Bill Peet

## Title:

Observing Water Pollution

## Submitted by:

Miguel Pena, Texas A&M University  
Corpus Christi TES Course, 1996

## Purpose:

Describe how water resources can be cleaned and protected from pollution.

## Grade level:

Fifth Grade Science

## Essential Elements:

Manipulate Lab Materials

1A- Manipulate Objects, Organisms, and Models

Acquire Data Through the Senses

2B- Observe Properties and Patterns of Objects, Organisms, and Events

Communicate Data and Information

4A- Obtain Science Information from Varied Sources

4B- Describe Objects, Organisms, and Events

Draw Logical Inferences, Predict Outcomes, and Form Generalizations

6A- Predict the Outcomes of Actions Based on Experience or Data

Relate Objects and Events to Other Objects and Events

7B- Relate Classroom Objects, Science Principles, and Activities to Daily Life

## Objective:

List sources of water pollution.

## Focus:

Demonstration Activity

## Materials, Equipment and Preparation:

four jars of the same size  
pen or pencil  
water  
one dropper  
food coloring  
one spoon  
metric measuring spoon  
cotton balls  
watch or clock with second hand  
cooking oil

While students are out of the room, place paper cups of water on their desks. In some cups, put a teaspoon of clear flavoring extract. Ask students to sip their water.

CAUTION: MAKE CERTAIN THAT NO STUDENT HAS FOOD ALLERGIES THAT WOULD RULE OUT TASTING CERTAIN SUBSTANCES.

Wipe up any liquid that spills on the floor.

## QUESTION:

Did all the cups seem to contain only water? (Yes)

## QUESTION:

Why should you be careful to drink only water that has been purified? (Water can contain unsafe substances that cannot be seen.)

## Procedure:

Experimenting with Cleaning Oil Spills

1. Put 150 ml of water in each of three jars. Add five drops of food coloring to the water in each jar. Stir the water.
2. Add 50 ml of oil to each of the three jars.
3. Time yourself as you use the dropper to siphon the oil from the water in one jar. Squeeze the oil you siphon into the extra jar. Continue siphoning the oil until you cannot remove any more oil. Record how much time it took to remove the oil by siphoning it.

4. Repeat step 3, but use cotton balls to soak up the oil from the water in the second jar. Use each cotton ball only once to soak up oil. Be sure to record the time needed to soak up the oil.
5. Repeat step 3 using the spoon to scoop oil from the water in the third jar. Empty the spoon into the extra jar. Record the time needed to scoop the oil from the water.

#### Data and Observations

Method  
Time Needed to Remove Oil  
Siphoning  
Soaking up  
Scooping

#### CONCLUSION:

Which is the fastest method of cleaning up an oil spill?

Why do you think this so?

#### Enrichment:

1. Ask students to prepare two pictures of underwater scenes: one showing a healthy lake, river, ocean, or pond and the other showing the same scene with evidence of pollution. Direct students to press hard with crayons. Provide a thin color wash made of tempera or water color paint, and have students lightly paint over their pictures to create crayon-resistant pictures.
2. Have the students imagine they are fish living in a river near a factory. Tell them to write about how their lives are affected by the factory's pollution and how their lives improve by humans efforts to clean the river and restore its natural environment and temperature.
3. Have interested students investigate the methods used for locating and drilling wells for drinking water. Ask them to build models or draw diagrams to demonstrate the structure of a well. Have students use their models or diagrams to explain how chemicals from farms or factories can seep into groundwater.

#### Reference:

*Discover Science*, Teacher's Annotated Edition-Scott, Foresman Co.

#### Title:

The Burial Test

#### Submitted by:

Linda J. Uballe, Texas A&M University  
Corpus Christi TES Course, 1996

#### Purpose:

To predict and discover which items will rot and which items will not.

#### Grade Level:

Second and third

#### Essential Elements:

- 1D- Manipulate objects, organisms, and models.
- 2B- Observe properties and patterns of objects, organisms, and events in the environment.
- 2E- Explore the environment.
- 4B- Describe objects, organisms, and events from the environment.
- 4D- Describe changes that occur to objects and organisms in the environment.
- 6A- Predict outcomes.
- 6D- Draw conclusions from observed data.

#### Focus:

Read the story, *Just a Dream*, by Chris Van Allsburg. Talk to the students about the reality of Walter's dream. What would happen if the world did overflow with trash: what would happen if everyone was a litterbug and did not pick up their trash? What would happen to the living things on land, in the air, and the oceans if we did not pick up our trash? Where does our trash go to when the sanitation department picks it up? Continue to discuss with the students the importance of properly disposing of our trash.

#### Materials, Equipment and Preparation:

soil  
large container or an area outside that would not be disturbed  
different types of garbage:  
(dead leaves, food waste, plastic

bag, egg carton, styrofoam cup,  
newspaper)

#### Procedure:

1. If you are using a large container, fill it up with soil. If you are using an area outside, dig a large hole in the ground. Gather your garbage and place it either near the bottom of the container or in the bottom of the hole in the ground.
2. Before covering up the garbage discuss what changes might happen to the garbage. Predict which piece of garbage will go through the most change. Which piece of garbage will not be affected at all? Cover the garbage with the dirt.
3. Sprinkle the soil with water every couple of days. Give your experiment about a week, then dig it up. Discuss what changes occurred to the garbage. Which piece of garbage went through the greatest transformation? What if anything happened to the trash?
4. Continue the experiment by re-covering it. Continue watering every other day.
5. Wait another week (time permitting) and uncover your garbage. Discuss your results. Compare and contrast your first digging to the newest digging. Which piece of garbage has deteriorated the most? Discuss the word biodegradable and how it pertains to the experiment. Finally sort the trash into two classifications: biodegradable and not.

#### Enrichment:

1. Take a trash walk. See how much trash is around your school and your neighborhood.
2. Become a trash basket for a day. Carry a bag around and dispose of all the trash you create in a day. You will be amazed.
3. Visit a recycling center. The machinery alone will fascinate the children.

#### Reference:

*My First Green Book*, by Angela Wilkes, Dorling Kindersley Book, 1991.  
*Earth Child*, by Kathryn Sheehan and Mary Waidner, Council Oak Books, Tulsa, OK. 1-800-247-8850.

# National Drinking Water Week

*Submitted by Cindy Haynie, TNRCC Water Utilities Division*

**Drinking Water Week** (May 4-10, 1997) will serve as the kickoff for a national ad campaign being launched to increase awareness about drinking water. The Environmental Protection Agency is publishing a consumer awareness booklet to serve as the foundation for the consumer awareness campaign. The booklet will cover topics such as who supplies our drinking water, how is water safety regulated, how safe is the water, and actions the public can take to ensure safe drinking water.

Watch for the booklet to be distributed through public information boards at supermarkets. For details, call the Safe Drinking Water Hotline at (202) 260-7786.

The **Blue Thumb Project** is an international public awareness campaign designed to enhance the understanding that water is an essential element of life, and that we need to manage it for the good of all. A year-long effort highlighted by **Drinking Water Week**, the project is led by a group of partnering nonprofit and governmental organizations, each having water awareness as part of its mission. The American Water Works Association (AWWA) has developed a packet of special materials on water which will be sent to more than 20,000 community groups, event planners, county extension specialists, water providers, and government agencies to pro-

vide ideas for community education activities. The Project, a component of a larger youth education program promoted by the AWWA, also encourages individuals and groups to take better care of our water resources, especially our drinking water supplies, in as many ways as they can -- at home, in the community, and on the job.

For more information on the Blue Thumb Project or AWWA's youth education program, call (303) 347-6140 or refer to the AWWA's Internet Home Page (<http://www.awwa.org>). A catalog of Blue Thumb products and the AWWA youth education materials can be obtained at 1-800-926-7337. ■

## Teacher's Guide to Drinking Water

*Submitted by Sue Weiss, second grade teacher, Windermere Elementary School, Pflugerville, and Cindy Haynie, TNRCC Water Utilities Division. (Editor's note: Under the direction of Sally Gutierrez, Director of the TNRCC Water Utilities Division, Ms. Weiss spent her summer developing the guide for use in grades K-5.)*

Teachers,

As elementary educators, you hold the future of our society in your hands. There are many environmental concerns that you are already helping to solve in the classroom such as recycling and litter on Texas highways. The issue of water quality and conservation is becoming more important as our population increases and technology adds possible pollutants to the water.

Unfortunately, most children think that water just magically appears when they turn on the faucet. This program is intended to help your students understand the source of water on earth, acquire knowledge about agencies in Texas that regulate the use and quality of water, and instill a desire to conserve and protect the water they will use throughout their lives.

The *Teacher's Guide to Drinking Water* has been prepared in a five-day format to coincide with Drinking Water Week. It has also been suggested that the material could be used along with Earth Day. However you use the activities, the end result will, we hope, help to preserve water for all generations to come.

The guide is designed to make students aware of the qualities and sources of our drinking water and the need for conservation. The objectives for the *Teacher's Guide to Drinking Water* are for students:

- \* To develop an awareness of water present in our world.
- \* To gain understanding about the source of water in our environment.
- \* To be able to recognize the process involved in transporting water to homes, schools and businesses.
- \* To acquire knowledge concerning the availability and maintenance of clean water.
- \* To become aware of ways to conserve water today and for the future.

The guide is organized as a five-day unit on water with these five lessons included for each grade:

- \* Water Awareness
- \* Taking Care of Our Water
- \* Is Our Water Clean?

- \* Water We Can Use
- \* Where Does Our Water Come From?

A specific lesson is provided along with additional activities to correlate with other subject areas in the elementary curriculum. Joanna Cole's *The Magic School Bus at the Water Works* has been used at each grade level for the clean water lesson, and different activities are provided for varied ages. You may find *The Magic School Bus at the Water Works* at your local library.

Because of the age and maturity of the students, the 5th grade unit is arranged differently. The objectives of the guide will be achieved by student planning and cooperation in a group project which incorporates the five lesson goals.

This guide is currently in production. To obtain information about when the guide will be available, contact the Water Utilities Division at (512) 239-6052. ■

# Learning to Be Water Wise and Energy Efficient Youth Education Conservation Program

Water conservation is an issue that will continue to have a strong impact on the water resources of local water suppliers. The impact of recent drought conditions on public drinking water systems amplifies the necessity of better educating the public about the conservation of our drinking water.

To further this educational initiative, the Texas Natural Resource Conservation Commission (TNRCC) invited Carole D. Baker, of the Harris-Galveston Coastal Subsidence District (the Subsidence District), to present the *Learning to be Water Wise and Energy Efficient* program to representatives from the Austin Independent School District, the Lower Colorado River Association, the Texas Education Agency, and the TNRCC.

*Learning to be Water Wise and Energy Efficient* is a program to teach fifth graders the basics of water conservation. The Subsidence District implemented the program, which won the 1996 Governor's Award for Environmental Excellence. The program's goal is to educate the public about the importance of water and energy and their wise use. At the end of the 1996-97 school year over 100,000 fifth graders and their households will have participated in the program.

The program teaches students how to consume less water and energy by combining high-efficiency plumbing equipment and new water-smart habits. Each student and teacher who participates receives a water conservation instructional materials package that teaches many behaviors to alter wasteful habits. Each participant also receives a kit that includes a high efficiency showerhead, kitchen and bathroom

faucet aerators, a water/rain gauge, a water heater temperature check device, and leak detection tablets.

Each learning component is specifically designed to give teachers, parents, and students the hands-on experience of installing and monitoring water and energy conservation equipment.

The students, with the help of their parents, install the devices and complete home energy checkups.

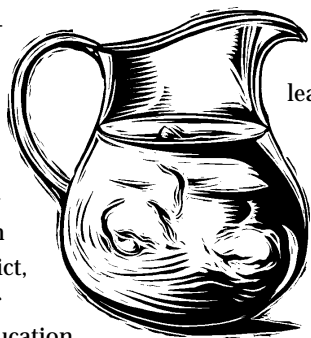
The Subsidence District currently offers the program in 34 school districts throughout Harris, Galveston and Fort Bend counties. During the 1996-97 school year it is being piloted in the Pearland ISD, Conroe ISD, Lubbock Cooper ISD, Friona ISD, Hale Center ISD, Morton ISD, and at Walnut Creek Elementary School in the Austin ISD. Carmen McCain, of the High Plains

Water Conservation District #1, who sponsored the program in the panhandle, says that "the kids are enthused and have great questions." ■

For more information on the award-winning *Learning to be Water Wise & Energy Efficient* program contact:

Carole Baker, Director of Public Information or  
Susan Brown, Program Coordinator  
The Subsidence District  
1660 W. Bay Area Blvd  
Friendswood, TX 77546  
Ph: (281) 486-1105 / Fax: (281) 488-6510

Or, visit the Global Classroom at website:  
<http://www.rof.net/yp/getwise>.



## Environmental Challenge Grants

H-E-B Food Stores have renewed the Environmental Challenge for the eighth year. Grants for environmental education projects will be available for classroom teachers and school affiliated non-profit organizations. Grants can range from \$150 to \$750. A total of \$25,000 will be awarded. Applications are due in early October 1997.

Administered by the Texas General Land Office and the Texas

Conservation Fund, the Challenge is open to grades K-12. For an application form, contact Jane Velasquez,

Texas General Land Office, 9514 Console Dr., Suite 100, San Antonio TX 78229; phone (210)

616-0674. Or download an application from the General Land Office homepage: [www.glo.state.tx.us](http://www.glo.state.tx.us). The homepage also contains information about last year's projects. ■



## EE 2000 State (continued from page 1)

organizational development sessions at the annual NAAEE conference.

Participants at the 1997 Spring Leadership Clinic include three to six individuals from 12 states participating in NEEAP's EE 2000 program and two representatives of 15 states affiliated with the North American Association for Environmental Education (NAAEE). The participants themselves give direction to the development of Leadership Clinic sessions. State EE leaders provided initial input during the 1996 NAAEE conference in Burlingame, California. Several of these individuals have joined the planning committee for the Leadership Clinic which also includes the national staff of NEEAP, NAAEE, EETAP, and the U.S. EPA. These staff are working to plan and deliver the clinic sessions together with state EE leaders and professional training consultants from the Institute for Conservation Leadership, Safe Energy Communications Council, University of Michigan-Ann Arbor, University of Northern Illinois, and the West Ed Labs.

If you would like more information on EE 2000, contact Barbara Henry, Team Leader, K-12 Education Team, at (512) 239-0013. ■

# CLEAN TEXAS 2000 Update Texas Recycles Day '96 Review & Results

(continued from page 2)

turning their rivalry from the playing field to the recycling bin. Members of Texas A&M University's Environmental Issues Committee challenged University of Texas students to a pledging contest. Who won? Just like on the football field last fall, the Longhorns came out ahead — this time by several hundred pledges instead of several touchdowns. One consolation for the Aggies came through on Texas Recycles Day when A&M student Jamie Csizmadia won a \$500 shopping spree from H-E-B Grocery after her recycling pledge was drawn at the Capitol on November 15. A variety of other prizes were won by participants during the drawing, including a 486 laptop com-

puter from Texas Instruments, won by Ryan High School, Denton.

This marked the second year the Steel Recycling Institute has donated a Jeep Wrangler (with 44 percent re-

cycled steel content) as the grand prize for the drawing. Special thanks go to all the prize donors who make pledging all the more enticing for Texans every November 15. ■

## Amoco Challenge: Check It Out

Science club students at South San Antonio High School discovered it pays to recycle when Colleen Holmes of Amoco Chemical Company surprised them with a \$1,000 check as a winner of the first "Texas Recycles Day Amoco Workplace & School Recycling Challenge." Led by Science Club sponsor Pete Alaniz, the students helped the school increase its recycling rate by 66 percent in October. "South San

Antonio High School has set an example that we can always point to when other schools ask us how to set up a recycling program that works," said TNRCC Commissioner John Baker. Amoco awarded a total of \$6,000 to Workplace & School Recycling Challenge winners to raise awareness that half the solid waste sent to Texas landfills comes from the commercial sector. ■

*The TNRCC Educators Eco-Link is produced by the TNRCC CLEAN TEXAS 2000 Section, Education K-12. For more information about items in this newsletter, contact the editor at 512/239-0049 or via e-mail at <[sbumpous@tnrcc.state.tx.us](mailto:sbumpous@tnrcc.state.tx.us)>.*

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